

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>		
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           Document Control Center            Grants Administration            2016 MAR 28 PM 2:08         </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             Document Control Center              Grants Administration              2016 MAR 28 PM 2:08           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Lubbock-Cooper ISD	152-906		
Vendor ID #	ESC Region #	DUNS #	
75-1360736	17	100671486	
Mailing address		City	State      ZIP Code
16302 Loop 493		Lubbock	TX      79423
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
DeAnn		Drake	Director of Accountability
Telephone #	Email address		FAX #
806-863-7100 x1300	ddrake@lcisd.net		806-863-2397
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Danny		Davis	Asst. Superintendent
Telephone #	Email address		FAX #
806-863-7100 x1002	ddavis@lcisd.net		806-863-7130

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Keith	M.I. Bryant	Last name Bryant	Title Superintendent
Telephone # 806-863-7100 x1000	Email address kbryant@lcisd.net		FAX # 806-863-7130
Signature (blue ink preferred)		Date signed	

*Keith Bryant*

Only the legally responsible party may sign this application.

701-16-102-042

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 152906 Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	X	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):	07/01	End date (MM/DD):	06/30
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**Section 2: Applicant Organizations and the Texas Statewide Single Audit**

Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

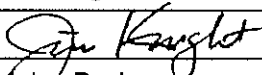
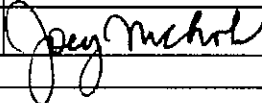
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	# 152-906	Keith Bryant	806-863-7100	\$1,207,512
	Lubbock-Cooper ISD		Kbryant@lcisd.net	
Member Districts				
2.	# 058-906	Jim Knight	806-872-5461	\$317,918
	Lamesa ISD		jknight@lamesa.esc17.net	
3.	# 152-903	Julee Becker	806-828-6591	\$216,761
	Slaton ISD		jbecker@slatonisd.net	
4.	095903	Joey Nichols	806-839-2451	\$57,809
	Hale Center ISD		jnichols@hcisdowls.net	
Grand total:				\$1,800,000

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 152906 Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			



County-district number or vendor ID: 152906	Amendment # (for amendments only):
Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	

The LCISD 21<sup>st</sup> CCLC consortium is dedicated to supporting the Texas P-16 initiative that promotes student academic achievement to prepare all students for the rigors of higher education or operative skills for vocational work. The consortium is aware, however, that post-secondary readiness does not begin with a student's entry into high school; rather, it begins when a child enters into prekindergarten. "The State's P-16 initiative ...is designed to improve student achievement by raising academic standards, conducting appropriate assessments, improving teacher quality and generally smoothing student transitions from one level of learning to the next. It also focuses on helping all children meet the proficiency levels needed to succeed at the next education level and in the workforce." (<http://tea.texas.gov/P16/>)

The role of college readiness was expended with the adoption of House Bill 3. It is in this bill that performance standards were integrated into the K-12 accountability system requiring public schools to increase...students' college readiness level. (Progress Report: College Readiness and Success Strategic Action Plan, 2010.) Public schools, IHEs...all agree on need ...initial program evidence shows that an investment... in preparing students for college and/or ...Research has found Texas will gain \$121.9 billion in annual personal income as well as one million permanent jobs if the post-secondary readiness gap is filled. Moreover, if Closing the Gaps (between underrepresented student populations and the state standards) ... are achieved it is estimated... that state and regional economies will benefit from higher-quality and better prepared workforce. (*The Higher Education Coordinating Board*, 2016.)

**Program Purpose-Goals**--The ACE program implemented by the consortium will focus on augmenting student progress in the mastery of the TEKS in all core content areas-- but the program will also supplement daily instruction by placing primary focus of ACE programming on Texas College and Career Readiness Standards (CCRS). By adding the CCRS focus, participating centers will be better able to move student learning toward realizing the critical-thinking skills, collaboration, communication, technology proficiency and creative thinking necessary in 21<sup>st</sup> Century workforce. This integration of CCRS will align with Texas ACE Objectives of academic performance, school-day attendance, positive behavior, grade promotion rates and graduation rate. These ACE objectives will be accomplished via the overarching program goals of increasing student achievement (both proficiency and advanced performance levels) which will increase student academic readiness to be successful in most every college/career pursuit. The primary students to be targeted will be the traditionally underrepresented student populations of Economically Disadvantaged (ECO DIS) and the lowest performing race. (Hispanic.) which are the predominant populations most centers. The specific goals set by this consortium are based on all participating districts' aggregated data and shared academic challenges.

**Student Demographic Data**--**Lamesa ISD**—Total Enrollment from All Centers/Feeders: 1,367. 80.3%Hispanic, 76.7%ECO DIS, 3.7% Af-Am, 5.7% LEP, 64.7% At-Risk. Only 43% of Lamesa HS students took the ACT/SAT and district average student scores below state averages and most college level entry scores (ACT=18.6) and (SAT=1334). **Slaton ISD** — Total Enrollment all Centers/Feeders: 1298. 67% Hispanic, 77.1% ECO DIS, 5.8 Af-Am, 4.6% LEP, 51.4% At-Risk. Only 40.2% of students took the ACT/SAT with low scores (SAT=1414, ACT=17.7) that fall below the College Readiness Benchmark score of 1550 for SAT and 23 for ACT. (CollegeBoard, 2014) **Hale Center ISD**—Total enrollment Center/Feeder: 363/ 70% Hispanic, 70.53% ECO DIS, 55.45% At-Risk, 1.66 Af-Am, and 3.59 LEP. Only 29.38 of students took the SAT or ACT with these test scores being below state average ( SAT=1298) and (ACT=18) **Lubbock-Cooper ISD** —Total Enrollment all Centers: 2020. 40.5% Hispanic, 40.67% ECO DIS, 2.96% LEP. 68% of HS students took the ACT/SAT with the average scores below the College Board's College Readiness Benchmark (ACT=21.6, SAT=1466)

**Academic Data**--Texas Academic Performance Report 2015- **Lamesa ISD**—38% of All students required Accelerated Instruction (AI) after failure of 1<sup>st</sup> administration, the majority of those requiring AI were Hispanic (39%) SPED (75%) and ECO DIS (55%). Only 5% of All Students met the Advanced Performance Standard (APS.) Less than ½ of student population Met or Exceeded Progress Standard (MEPS) (48%) and only 17% meet Post-Secondary Readiness (PSRS) Standard. LISD has had 5 years of chronic low-performance in student achievement. Academic gains were made in 2015 as the District and all but 1 campus Met Standard in State Accountability. LISD MS campus has been rated a *Priority Campus* by TEA. **Slaton ISD**—67% of All Students required AI after failure of 1<sup>st</sup> Administration, the majority of those requiring AI were Hispanic (37%), SPED (83%) and ECO DIS (38%). Only 9% of All Students met APS and 58% of All Students met MEPS. 27% of All Students met PSRS (Only 18% of Hispanic and 22% of ECO DIS met PSRS). **Hale Center ISD**—38% of All Students required AI after failure of 1<sup>st</sup> Administration. Only 6% of ALL students met APS with White students constituting the majority of these high performers. 45% of All students met PSRS with the lowest performing populations being Hispanic (24%) and ECO DIS (23%). **Lubbock-Cooper ISD**—10% of All Students required AI after failing 1<sup>st</sup> Administration, with the majority of those students being ELL (38%), SPED (58%) and ECO DIS (17%). 24% of All Students met APS with ELL (6%), and ECO DIS (12%) being the lowest performing subgroups. 61% of All Students met MEPS and 50% of All Students met PSRS. The lowest performing subgroups in these areas were SPED and ELL.

**Teacher Demographic Data**--There are strong similarities among consortium districts in regard to teacher demographics. A substantial percentage of teachers ( 77.7%) in the consortium are White; 18.5 are Hispanic with the remaining 5% Af-American or Asian. A sizeable number of teachers in the consortium districts (40%) have only 1-5 years of experience. As a result, these fairly inexperienced and predominantly white teaching staff may benefit from training specifically targeted instructional strategies for ECO DIS students and cultural awareness workshops in order to better understand student learning needs and cultural norms.

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 152906	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$595,530	\$63,000	\$658,530
Schedule #8	Professional and Contracted Services (6200)	6200	\$674,750	\$27,000	\$701,750
Schedule #9	Supplies and Materials (6300)	6300	\$171,900	\$0	\$171,900
Schedule #10	Other Operating Costs (6400)	6400	\$104,000	\$0	\$104,000
Schedule #11	Capital Outlay (6600)	6600	\$163,820	\$0	\$163,820
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,710,000	\$90,000	\$1,800,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,710,000	\$90,000	\$1,800,000
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$592,488	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect cost



**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
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**Academic/Instructional**

1	Teacher		\$0
2	Educational aide		\$0
3	Tutor		\$0

**Program Management and Administration**

4	Project director (required)		1	\$55,000
5	Site coordinator (required) (Contracted Service)			\$0
6	Family engagement specialist (required)	1		\$46,000
7	Secretary/administrative assistant			\$0
8	Data entry clerk			\$0
9	Grant accountant/bookkeeper		1	\$8,000
10	Evaluator/evaluation specialist (Contracted Service)			\$0

**Auxiliary**

11	Counselor			\$0
12	Social worker			\$0

**Other Employee Positions**

19	Title Bus Drivers		30	\$65,530
22	Subtotal employee costs:			\$174,530

**Substitute, Extra-Duty Pay, Benefits Costs**

23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$400,000
25	6121	Support staff extra-duty pay		\$75,000
26	6140	Employee benefits		\$9,000
27	61XX	Tuition remission (IHEs only)		\$0
28	Subtotal substitute, extra-duty, benefits costs			\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$658,530</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 152906		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Community in Schools-provides site coordinators for 10 centers and FES--center management, additional direct services, and providing primary contact for ACE parents, students and general community.	\$415,000
2	Texas Tech University-provides K-12 community/institutional partnership to provide summer and school-year programs to promote the importance of higher education.	\$20,000
3	Boys and Girls Club (Lamesa)--provides adjunct site for direct student services/enrichment activities and community partnership for sustainability	\$42,750
4	Grant Evaluator--provides on-going independent evaluation of grant program and fiscal effectiveness and coordination of campus and district plans.	\$27,000
5	Student Programming--provides funding for activities aligned with Center goals, needs and student voice/choice to increase parent/student needs	\$170,000
<b>b. Subtotal of professional and contracted services:</b>		<b>\$674,750</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$674,750</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 152906		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$171,900
<b>Grand total:</b>		<b>\$171,900</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 152906		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$15,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$12,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$77,000
<b>Grand total:</b>		<b>\$104,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.



<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 152906		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	library books, ebooks and periodicals to support reading enrichment ,reading/writing workshops and student research for student directed projects.	10	\$4,000	\$40,000
<b>66XX—Computing Devices, capitalized</b>				
2	laptops/tablets--used to enhance cross-curricular integration with technology by focusing on SAMR model --Substitution, Augmentation,Modification, Redefinition to embed technology appropriately throughout content..	10	\$12,382	\$123,820
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$163,820</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants AdministAdministering a Grant

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 152906			Amendment # (for amendments only):		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
<b>Total enrollment:1,557</b>					
Category	Number	Percentage	Category	Percentage	
African American	100	.02%	Attendance rate	95.8%	
Hispanic	1000	63%	Annual dropout rate (Gr 9-12)	.23%	
White	443	33%	Students taking the ACT and/or SAT	35.49 %	
Asian	14	.006%	Average SAT score (number value, not a percentage)	1336	
Economically disadvantaged	996.48	64%	Average ACT score (number value, not a percentage)	18.15	
Limited English proficient (LEP)	40.48	2.6%	Students classified as "at risk" per Texas Education Code §29.081(d)	52.7%	
Disciplinary placements	16	.01%			
<b>Comments</b>					
The 1 557 total enrollment of students to be served through this grant is a cumulative % based on data from all 4 participating districts/centers (consortium). These percentages and numbers reflect the estimates of the consortium's participating centers. Student and teacher data for each individual district are documented on Schedule #5.					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	9	.018%	No degree	2	.004%
Hispanic	82	16.9%	Bachelor's degree	250.5	82%
White	389	81%	Master's degree	75.5	17.8%
Asian	1	.002%	Doctorate	0	0%
1-5 years exp.	176	36%	Avg. salary, 1-5 years exp.	33,624	N/A
6-10 years exp.	70	14.5%	Avg. salary, 6-10 years exp.	39,007	N/A
11-20 years exp.	102	21.2%	Avg. salary, 11-20 years exp.	44,861	N/A
Over 20 years exp.	78.8	16.4%	Avg. salary, over 20 years exp.	52,309	N/A

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 152906 Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	63	100	122	105	143	146	150	138	141	142	96	79	74	58	1557
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Overview of Region 17 (West Texas)**— All 4 of the school districts in this consortium are located in the Region 17 area and share very similar demographics. Region 17 is a predominantly Hispanic population with high percentage of poverty (60.2% ECO DIS, 57.5% Hispanic). Regionally, only 52.8% of high school graduates enrolled in institution of higher education (IHE). Moreover, a large number (30%) of the students who enrolled in an IHE needed remediation after 1st year of college. (Region 17 TAPR, 2015 ) Roughly, only 25% of the population in this region has Bachelor's degree or higher, 70% have high school diploma with the other 5% having completed no formal education. ( U.S. Census, 2014) Clearly, there is a strong need for college/career awareness as well as academic readiness.

**Consortium Shared Priorities**—Student demographic and academic data, regional data and community/parent/student/teacher surveys were analyzed for each district to make comparisons and find common needs for this consortium. The most prominent needs shared by this consortium are as follows: Low % of students who Met or Exceeded progress measure (All Subjects), Very low % of students meeting Advanced Performance (All Subjects), Low % of students meeting Post-secondary Readiness indicator (All Subjects, with special focus on High School Postsecondary Readiness indicators) Large % of students requiring Accelerated Instruction ( All Subjects) , Need to Close the performance Gap for ECO DIS, Hispanic and ELL (all subjects with special emphasis on reading/social studies.) Low ACT/SAT participation and performance scores ( all consortium districts data showed average ACT/SAT scores to be far below College Readiness benchmark score set by College Board. The College Board benchmark score is used to determine which students will be prepared for college-level coursework.) Also, a strong need to close the “aspirational gap” as 87% of students polled in 2014 by ACT planned to attend college but only 69% actually enrolled. (Condition of College Readiness, 2015) **Teacher Data.** Large majority of teachers (40%) have limited experience ( 1-5 years). Implied need for teachers' culture awareness and instructional strategies training as vast majority of teachers are White while majority of students are Hispanic/ECO DIS. Parents' survey comments showed they wanted more math-related programs to extend learning of New Math TEKS in grades 3-8 ( which began implementation in 2014). Parents also desired more community-based programs. Teacher surveyed stated that many of them desired a program that had stronger alignment with school day instruction ( with emphasis on academics/tutoring.) According to student survey comments, they want more “fun activities”, i.e, sports, STEM, robotics during after-school and summer sessions. Other, campus/center-specific needs will be identified and address when data is disaggregated to campus level and programs are created to address needs by district. . **Recommended Programming:** (Texas Academic Performance Report, Region 17, 2015, PEIMS Standard Reports, 2015 and TEA (regional) Accountability Report, 2015.) See Schedule #5--Program Executive Summary. Feedback from these sources showed that ACE instructors wanted more targeted and data driven tutoring/ACE interventions, a stronger focus on activities that are academic and fun, activities that support 21<sup>st</sup> Century workforce skills ( technology, critical-thinking, communication, collaboration, creative thinking) community-based learning activities, intentional communication of procedures and policies for parents, grants staff and teachers, more instructional strategies for teachers to increase student progress and post-secondary readiness, 21<sup>st</sup> Century skills, an increase in participation/performance levels of ACT/SAT, more quality programs at HS extended day/year programs to better prepare HS students for college level coursework and decrease % of students who need remediation after 1<sup>st</sup> year of college.)

Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 152906		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Need to increase % of students who Met and/or Exceeded Progress. The lowest performing student groups are : All Students, Hispanic Students, and SPED student populations. (2% increase cumulative All Subjects for each Center)	By providing Out of School Time (OST) tutoring and targeted interventions for students can have additional instructional time to remediate and stimulate higher level thinking skills. Programs to aid in this effort may include reading workshops, science clubs, writing workshops, math numeracy/manipulatives, peer tutoring, test taking skills development.
2.	Need to increase % of All Students who Met Advanced Performance (APS) standard. (2% increase cumulative All Subjects for each Center)	By providing extended OST learning of higher cognitive level learning opportunities, activities can stimulate higher level thinking skills. Activities include project-based learning that requires students to problem-solve, think creatively recognize trends and patterns and transfer learning to new contexts. These activities may include Robotics, STEM activities, Entrepreneurial activities, stock market clubs, speech/debate, etc.
3.	Need to increase post-secondary readiness and awareness for HS, MS and Elementary. ( 2% increase cumulative All Subjects for each Center)	HS: ACT/SAT preparation, PSAT preparation programs, ACE tutoring/intervention to increase graduation rate, parent/student education and information on college application process, CTE based programs to enhance and extend school day CTE courses. MS and EL: Activities to create "college going culture", career exploration activities, college awareness programs and academic readiness.
4.	Need for more training/education for ACE staff and teachers. ( increase in training opportunities via training calendar; increase in attendance evidenced by sign in sheets and training documentation for teachers and ACE staff)	By working collaboratively, consortium districts/center staff can implement efficiency and economy by combining resources to offer multiple educational opportunities to teachers (data analysis, poverty training, student progress instructional strategies,) parents (program orientation, center procedures, volunteerism,) and program staff ( effective budget management, personnel management, compliance and child safety procedures.)
5.	Need to add more innovative, educational and effective parent engagement opportunities based on identified family and community needs.	Development of District Family Engagement Plan to provide learning opportunities for families on college awareness/readiness efforts and other family engagement opportunities based on community/family feedback and identified needs.

**Schedule #14—Management Plan**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Required Qualifications: Bachelor's Degree in Education or closely related field. Strong organizational, interpersonal and public communication skills. Preferred: Texas teacher certification in reading, math or other core academic area; Master's Degree.
2	Site Coordinator(s)	Required Qualifications: Associate's degree or at least 3 years' experience in budget or office management. Preferred qualifications: bachelor's degree in education or related field; experience working in public education; (CONTRACTED SERVICE w/Community-based organization.)
3	Family Engagement Specialist	Required Qualifications: Associate's degree or at least 5 years' experience working in education or related field. Strong organizational, interpersonal and public communication skills. Preferred: bachelor's degree in education or related field; core academic content teaching experience.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Increase Met/Exceeded Progress by 2%.	1. Formative Assessments- Benchmark	08/22/2016	02/28/2017
		2.		
		3. Summative Assessment- STAAR local benchmarks and state assessment	2/28/2017	05/30/2017
		4.		
		5.		
2	Increase Advanced Performance Standard by 2%.	1. Formative Assessments—CBA data reviews bi-monthly or 6 weeks; All Subjects , course grades	10/07/2016 1 <sup>st</sup> 6 weeks	05/19/2017 6 <sup>th</sup> 6 weeks
		2.		
		3. Summative Evaluation—2% overall increase	2/28/2017 Benchmark	06/05/2017 STAAR
		4.		
		5.		
3	Increase Post-secondary Readiness for all grade spans.	1. Formative Assessments—Monitor CBAs, reading inventories and math screeners; offer more ACT/SAT prep opportunities, increase dual credit/AP enrollment, CTE coherent courses	10/07/2016 1 <sup>st</sup> 6 weeks	05/19/2017 6 <sup>th</sup> 6 weeks
		2.		
		3. Summative Evaluation- Benchmark/ STAAR	2/28/2017	06/05/2017
		4.		
		5.		
4	Increase trainings/ professional development for ACE staff and teachers.	1. Formative evaluations—Training Evaluations post sessions	08/01/2016 Ongoing	05/26/2017 Ongoing
		2.		
		3. Summative Evaluation—Calendar of trainings and sign in sheets spring surveys	06/30/2017 End of program	06/30/2017 End of program
		4.		
		5.		
5	Increase # and diversity of family engagement activities	1. Formative Evaluations—post activity evaluations, parent feedback forums	08/01/2016 Ongoing	6/30/2017 Ongoing
		2.		
		3. Summative Evaluation- Parent Surveys	March, 2017	6/30/2017
		4.		
		5.		

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"Research has shown that the use of worthy data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). The primary emphasis is on using multiple sources of disaggregated data. However, it is not inevitably the amount of data utilized; rather, how the evidence is used (Hamilton, 2009)...(Lewis, et.al, 2015). With data-driven decision-making as the driving force for making progress in student achievement, the use of data and feedback for continuous improvement will be disaggregated as follows: **District and Center Administration** --Consortium administrators and fiscal agent staff meetings ( minimum 1 per semester) to discuss progress on grant initiatives, budget management, program updates allow for collaborative problem-solving and peer accountability on goals for student achievement. District administrators will meet with its center's site coordinators bi-monthly for budget management training, ACE procedure/process compliance, intentional programming strategies to meet students identified needs and student "voice and choice", data review of student academic progress, collaborative planning for CCR programming/strategies and garner. District and campus admin will also provide ACE orientation training at the beginning of each school year. **Campus (Center) Administrators**—meet with teachers monthly or as needed to review student achievement data, recruit targeted students to ACE and ascertain the needed professional development. **Site Coordinators**--attend campus/center faculty meetings ,meet with campus principals at least monthly to review budget and plan programming to address student academic, enrichment and CCR needs; meet monthly with FES to plan for engaging and timely family involvement activities. **FES**--meet with site coordinators and/or campus principals prior to the school year to analyze student/family/community needs and establish Family Engagement plan that is unique to each center's culture and family engagement essentials. Adjustment of programming/instruction will be based on either quantitative data (student grades, CBA reviews, attendance, discipline data), or teacher input, student interest, parent recommendation and data based on continued feedback from teachers, site coordinators, parents , students and other qualitative data.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The existing ( and currently passed) HB 2804, to be fully implemented in 2016-17 and beyond, will require schools to direct more instructional resources to post-secondary readiness in order to meet state accountability standards. Additionally, the Texas accountability system, which affiliates to the newly passed ESSA, raises the bar on performance expectations for historically underrepresented populations such as ELs, Economically Disadvantaged, Special Education and other low-performing racial groups. Consortium districts have recently begun marginal implementation of strategies to address the needs of these populations during the school day and to foster academic achievement to correlate with post-secondary readiness standards. Even so, there is very limited time within the school-day for students to refine technology skills, work collaboratively, generate creativity or learn to communicate effectively both verbally and in written text. By extending targeted students instruction time to allow for academic reinforcement of TEKS and time to broaden their learning to meet CCR standards, students will be able to achieve proficiency, progress, and eventually, post-secondary readiness success.

The 21st CCLC grant is supplemental to state and local funding (SCE, Foundation, state allotments) and is also funding to provide programs that are "supplemental to the supplemental" Title I school day programs. The Cycle 9 grant funds would provide extended learning time, resources and refinement of students' 21st century skills. The grant will help sustain the focus on post-secondary readiness by funding teacher professional development in the areas of the understanding and integration of CCR standards in the ACE program, the foundational elements of successful PBL, cross-curricular instruction, poverty and culture training, etc., that can help establish a learning diverse learning culture. The grant will fund the purchase of the initial investment in long-term resources and programs that can be continued and fiscally supported long after the grant has ended. The grant will allow for initiating community partnerships with local businesses to aid in future financing of extended day programming and CLS activities. Consortium districts can continue to work together to enhance efficiency and economy in the sharing resources and ideas. Grant funds will also support the efforts to establish symbiotic relationships with other community-based and faith-based organizations. Symbiotic partnerships are more easily sustained for longer periods of time because of the mutually beneficial relationship. (Sagarin, 2013) In other words, schools and local businesses/non-profit organizations can negotiate partnerships that are beneficial both to the school and to the business, non-profit or community-based organization to enhance sustainability efforts.

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	12 week review of formative assessment data for student progress, MEPS and PSRS (Final Recommended standard)	1.	Progressive increase in student performance data: CBA data for core content areas, course grades, diagnostic screeners, etc.
		2.	Progressive increase in student course grades and universal screeners.
		3.	
2.	6 week review of ACE students attendance, discipline, grades	1.	Increase or stability in TX21st system attendance data, student information system data, and teacher observation data.
		2.	Improved attendance rates by minimum of 1%.
3.	Calendar of trainings for all stakeholders; Attendance logs	1.	Increase in number of trainings and variety of topics based on feedback for teachers, site coordinators and parents.
		2.	Sign in sheets and parent attendance rosters that show increase in family engagement/attendance and teacher/staff training attendance.
4.	Calendar of parent/family activities, sign in sheets, and evaluations/feedback	1.	Increase in the number of and diversity of parent engagement activities; parent attendance increase in activities ( TX 21) and sign in sheets.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Quantitative Data Collection**—TX21st data and reports, Teacher/student/parent surveys, student academic data reports such as Texas Academic Performance Report 2015, State Accountability Report, 2015; U.S Census, 2014, PEIMS Standard Reports, Internal monitoring reports, Grant Evaluation reports, course grades, student attendance and discipline referrals/reports, reading inventories/Lexile levels; math universal screeners. **Qualitative Data Collection**—Internal interviews and forums with staff, administration, teachers, community members and students; On-site observations and instructional rounds reports; Grant evaluator observations, TAC observation reports, Alignment with District and Campus Plans. Site coordinators will meet with principals and center staff to set goals for each year's program based on student academic, attendance and discipline data. Programs will be created and scheduled to address identified needs as well as student "voice and choice" based on both quantitative and qualitative data. Grant evaluator will assess programs quarterly with evaluation plan and Final Yearly Report (FYR). Evaluator will assist Centers in completion of FYR as well as logic models to ease and encourage alignment and implementation of plan. The Project Director will work closely with the grant evaluator and Director of Grants ( fiscal agent) to address any issues in a timely and efficient manner. The Project Director will provide data analysis and program linkage of the OST state standards and reviewing promotion/retention and graduation information in a timely manner. Formative evaluations will be on-going throughout the year as the Project Director, Site Coordinators and Administrators meet to assess each of their program's effectiveness. The Director of Grants( fiscal agent), Grant Accountant and Project Director will work with site coordinators to manage budgets, plan for spending and maintain only program expenses and resource purchases that are "reasonable and necessary" to the 21<sup>st</sup> CCLC program implementation. The LCISD Director of Grants and Compliance will provide additional training to site coordinators regarding the new EDGAR guidelines for allowable purchases to prevent any unallowable purchases or requests for reimbursement.



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All ACE activities will be supplemental to the school day instruction, will be evidence based, and will align and support school day academic goals. Evidence-based programs promotes.. (a) increased academic learning time; (b) increased enrichment activity opportunities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged students." (Jez & Wassmer, 2011; Gettinger & Seibert 2002) Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum...using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)" (Texas Education Agency, 2011)

**Academic Assistance.** The ACE program will supplement school day instruction in reading by allowing students to work in small groups to increase comprehension and inference skills and strengthen math skills in the areas students struggle most (e.g. numeracy, computations/ algebraic reasoning, data analysis and financial literacy.) All academic programs will be aligned to the appropriate TEKS and the student achievement goals of the program. Texas CCR standards (which directly align and complement the TEKS) will be integrated into each academic program to encourage student learning/growth and higher leveling thinking skills. **Enrichment.** These programs will be strategically designed to companion academic programs by providing students with opportunities to promote socio-emotional development (fitness/health related programs, arts/media programs, web design and coding programs, etc.) **Family and Parental Support Services-** innovative family programs that spotlight student projects, promote family literacy ( e.g. ESL family literacy classes) and provide parents with insights into their children and how their children learn and develop physically and psychologically. **College and Workforce Readiness.** These programs will promote both college awareness and college readiness by giving students opportunities to visit and learn about post-secondary college and career opportunities. Career exploration activities, CTE-related programs and other collaborative opportunities to strengthen students' 21st century workplace skills development (e.g. technology, communication, creativity.) Partnerships with IHEs for CCR programming and educational field trips to IHEs. All of ACE activities will be supplemental to the school day instruction as they all extend learning to extend TEKS mastery and integrate CCR standards and related activities, allow for increased focus on 21st Century skills and support academic in core academic success to students, especially historically underrepresented populations.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information regarding the establishment and session offerings of each Community Learning Center will be disseminated in the following ways: Regular website postings, social media and parent "call outs" via cell phone (e.g., Remind 101)and email internet software (Skyward and TXEIS student data systems) of upcoming events/specialist activities. Monthly newsletter regarding ACE activities will be sent to center parents, teachers and community( e.g. Lights On, college visitation field trips) Also, grant participants and center administrators will promote the ACE program at periodic student presentations to school boards highlighting student programs, general and specific student achievements, teacher dedication and goals progress. The Family Engagement Specialist will aid each district/center staff with the formation and integration of Community Learning Centers (CLCs) in each consortium district and will assist each district/center in the consortium with staffing the CLC with community volunteers. The consortium districts' ACE programs as well as their positive impact on students' academic and social-emotional progress will be promoted at upcoming ACE conferences where each district will have the opportunity to conduct a conference session highlighting effective and best practices in extended day and extended year learning.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"Widespread implementation of beneficial, educational programming requires the development of research-based, comprehensive school reform models that improve social, health, and academic outcomes; educational policies that demand accountability for fostering children's full development....(Greenburg, M.T, et.al 2003) There is little doubt, as that the best educational programs address the physical, affective and cognitive needs of children. This consortium recognizes the necessity for educating the whole child and will intentionally design programs that address the students' needs through the 4 areas of the 21<sup>st</sup> CCLC ACE program: **Academic Assistance**—Proposed activities will improve campus and student achievement as all activities are directly aligned to student academic progress by moving more ACE students up to Proficiency (Level II) and Advanced Performance (Level II) achievement. Primary focus will be on using intentional ACE activities to assist in closing the achievement gap for students of most need (ECO DIS and Hispanic students) as well as other historically underrepresented populations. Activities provided in this grant will consist of targeted tutoring/interventions for struggling students and will provide for more purposeful and specific small group instruction to improve students' academic achievement. **Enrichment**—Meeting students' basic socio-emotional or "affective" needs allows for stronger foundation for academic learning. Activities will reflect student "voice and choice" regarding fitness/health and cultural/arts enrichment. Culinary arts, character development, community-based service learning, student leadership clubs, media production and other programs to address mental/physical health needs of student population will be offered. **Family/Parent Support**— According to research in the area of education, family support is one of the most important factors in at-risk students' academic success.( McMillian, J.H & Reed, D.F (1993,2010) " (The Clearing House: A Journal of Educational Strategies, Issues,1994.) The engagement of family/parents in a child's learning experience, especially at-risk students and underrepresented student populations communicates the importance of education to the child. The child also is more likely to succeed academically if the child's parent is informed, involved and educated about the child's learning abilities and challenges. **College and Career Readiness**—A majority of student populations represented in this consortium have demonstrated a history of poor participation and performance on college readiness measures including the Texas Success Initiative (TSI) Assessment, ACT, and SAT tests. ACE would also provide a parent support and assistance program designed to increase awareness in college scheduling, registration, planning and preparation. Academic Enrichment--activities to promote progress for all students by integration of higher level thinking skills and cross-curricular CCR standards via project-based learning ( PBL) programs such as STEAM-based activities, geo-based problem-solving collaborations, extension of text structure/writing PBLs ( improving literacy via PBL programs,) early high school college opportunities, job recruitment, vocational skills training/enrichment to align and enhance school-day CTE programs; career exploration activities.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of the ACE programs will be supplement to foundational programs provided during the school day. Title I funds are used in each center to supplement the instructional school day program and provide for meeting the basic needs of students who struggle to meet proficiency on the state assessment. 21st CCLC funds will be used to "supplement the supplemental" Title I funds by providing complementary programs, resources, interventions/tutoring, and learning enrichment opportunities in extended day, OST programming. Title I Part C (migrant) Title III (LEP) and IDEA funds will be used to provide resources for the individual, unique and specific needs of each of its student populations. Additionally, LCISD (fiscal agent) is able to provide free Youth Mental First Aid training to consortium teachers, administrators and grant staff via the AWARE (USDE) grant to create youth mental health awareness and address the socio-emotional needs of all students in the ACE program. State funding sources (SCE and other state allotments/formula grants) can coordinate with federal funds to provide services specific to student populations with federal funds being supplemental to state funds. LCISD also provides additional services/resources to its identified homeless students participating in the district's ACE program via their McKinney/Vento grant. Slaton ISD high school will coordinate programming to complement and extend their school-day Early College grant program. 21st CCLC funds/programming will supplement Lamesa MS (Priority Campus) with the campus's Priority grant by promoting OST learning to students to fill students' deep educational gaps and move students( which are predominantly underrepresented populations) toward higher academic performance.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objective Measures--**The proposed activities in the Cycle 9 grant are based on an objective set of measures designed to increase high-quality academic enrichment opportunities. Programming selection is based on both quantitative data (survey results, % of students, teacher or parents that promote a specific type of program, evidenced-based research on instructional strategies to encourage higher level thinking skills, etc. All students are welcomed to attend the ACE program to increase academic progress and/or Advanced Performance levels. However, the principal student groups to be recruited for the ACE programming is based on student academic data. These groups will be students who are ECO DIS, Hispanic, ELL and any other student who is struggling either academically or socio-emotionally and who could benefit from program offerings. The consortium knows that program effectiveness increases when students are actively engaged in the learning process and have ownership in their own learning (student-directed instruction.)

Summative Student academic progress measures for measuring program effectiveness will be, but are not limited to, State accountability results, (Indexes 1 will show the % increase in student proficiency levels, Index 2 will show increases in % of students meeting progress measure, Index 3 will show % increase in student progress, proficiency and advanced performance levels of underrepresented student populations (ECO DIS, Hispanic, African-American, SPED, etc.) Survey data from community, parents, students and teachers, retention/promotion data.

Formative progress measures will also be used to monitor student performance and program effectiveness. Some of the data points that will be used in the formative evaluation process will be data from Observation forms, student focus group feedback, course grades and CBA data, attendance data, discipline data,

**Evidence-Based Research--**There is a tremendous amount of research, as supported throughout this grant application, that supports College and Career Readiness and programs that promote the need for better preparation programs (and early intervention programs) for students to be academically ready for a post-secondary direction, whether it be a collegiate path or vocational path. (*The National College and Career Readiness Report, 2014*) Additionally, the Texas P-16 initiative, as explained in the Program Overview, found that an early investment in student academic performance and college-readiness by public schools will pay dividends to the state economy and job market in years to come.

(<http://tea.texas.gov/P16/>) **Data Collection—**edited to accommodate LCISD consortium districts-- Texas ACE, Teacher Surveys – Teacher surveys will be completed in March of each year (after benchmarks) to determine if students enrolled in ACE are improving. Site Coordinators and Grant Evaluator will be responsible for disseminating surveys, collecting the data, and reporting results in a chart to the Project Director and Fiscal Agent. This data will be included in the year-end report and in the program needs assessment used to drive updates to the Grantee Project Plan and Center Project Plans. Parent surveys will be completed at the end of each year to determine satisfaction with the program and impact on students in school and at home. Site Coordinators and grant evaluator will be responsible for disseminating surveys, collecting the data, and reporting results to the Project Director. This data will be included in the year-end report and in the program needs assessment used to drive updates to the Grantee Project Plan and Center Project Plans. Texas ACE, Student interest inventories will be completed in April of each year for elementary, intermediate, and middle school students. The inventory will help drive programming for the upcoming Fall. This data will be included in the campus needs assessment and be used in the development of the Campus Project Plan. Focus Groups will be held in September and students will use the information gathered to help design their program for the year. Attendance will be entered daily into TX21st. Weekly reports on enrollment, average daily attendance, regular attendees will be run and analyzed by the Project Director and Fiscal Agent. Enrollment graphs will be produced showing progress towards enrollment and attendance goals. This report will be shared with Site Coordinators and the Director of Accountability weekly. One copy will be filed in the ACE notebook or weekly report file. Internal Monitoring-Data will be reviewed for accuracy by the Project Director, Site Coordinators, and/or Center Administrators on a weekly basis. The Enrollment Report as well as demographic reports will drive the continuous monitoring of movement towards enrollment/attendance performance goals. ACE campus monitoring will be completed through classroom observations by the Site Coordinator and will measure instructional effectiveness, teacher ability to teach new skills, and teacher implementation of training. Project Director will input all data into TX21st except for activity set-up and daily attendance. Site Coordinators will input data daily into TX21ST. Coordinators will also collect the following data: Grades-1<sup>st</sup> 6 weeks (collect no later than mid-October)-Final 6 weeks (collect by June 3<sup>rd</sup>)-Total classes taken and passed (collect in Dec and May)-Core Day Attendance each semester (collect in Dec and May)-Discipline each semester (collect in Dec and May).

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity. • **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The Lubbock-Cooper ISD (LCISD) 21st CCLC grant consortium will consist of 4 local education agencies (LEAs) that have a combined total of 10 centers. There are 3 high schools in the LEA consortium, 3 middle schools ( and 1 feeder middle school) 4 elementary campuses ( with 2 feeder elementary campuses.) These 4 LEAS ( LCISD Consortium) will work collaboratively to share 1.) professional development opportunities ( each district has specific program areas in which they can contribute; 2.) innovative problem solving opportunities to increase student progress/student achievement 3) cooperative purchasing arrangements to buy certain resources/supplies/programs at reduced rates for more efficiency and economy in budgeting.

The LCISD consortium will also contract with Communities in Schools (CIS) to provide site coordinators for each of the 10 Centers as well as 1 Family Engagement Specialist who will assist each district and its Centers with promotion and creation of effective and intentional family engagement opportunities.

LCISD consortium is also partnering with a local IHE, Texas Tech University Department of Institutional Diversity and Community Engagement, for K-12 College Readiness and College Awareness programs to be conducted at each center. In addition to center-based college readiness/awareness activities, the partnership will allow for student visitation to college campus (field trips to tour the university with intentional recruitment of historically underrepresented student populations ) A large segment of the IHE's programs, however, will occur at each center so that their programming can meet the needs of specific age groups and populations.

Boys and Girls Club—one consortium district, Lamesa ISD, is located in a small rural town in West Texas and will partner with the Boys and Girls Club of America (Lamesa, TX) to provide fitness, health and enrichment activities at an adjunct site for the after-school and summer programs.

The consortium will utilize the programs and expertise of many other organizations with each of those organizations being specific to each district's community needs/offering. Examples of other community based organizations that will be involved in student programming are Lion's Club, Spirit Ranch (non-profit leadership development entity), Lubbock Family Guidance and Outreach program ( for family counseling), YMCA/YWCA, Science Spectrum ( non-profit science education center.)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Region 17 area has many private, public, faith-based and non-profit organizations that have provided many services of the West Texas area in previous years and can continue providing information, training and services via the newly established Community Learning Centers. Because each of the participating consortium districts are within a 60 mile radius of Lubbock, Texas, many of these entities/ resources are available to Lubbock-Cooper ISD as well as the other rural communities. Some of the organizations that are available to the Community Learning Centers are: Texas Tech University ( Department of Human Development and Family Studies) which can provide substance abuse awareness, family dynamics and family leadership information Communities in Schools (CIS) which can provide social work-related programs to help families located necessities. CIS also provides staff training on CPR, child abuse awareness, and other student related services to promote and ensure stronger socio-emotional student health. LEARN Educational Opportunity Center which provides adult literacy, economic literacy and GED preparation courses; Institute for Creative Learners which provides educational assistance for struggling learners ( dyslexia); Legal Aid of West Texas which provides free legal assistance for those that qualify; United Way, which supports many supplemental organizations, Parent Life Lubbock which supports students/teens with children and pregnancy related services, Lubbock, Slaton, Hale Center and Lamesa Lions' Clubs which provide glasses to children in need as well as many other community or student-specific health needs, Judicial Accompaniment which provides survivor support throughout the trial process. A complete list of all regional community organizations, categorized by type of service offered is available on the Lubbock-Cooper ISD website (lcisd.net).

Local banks (Citibank, Peoples Bank,) which can provide financial planning and budgeting information for parents/families; Contact Lubbock, which specializes in suicide prevention and teaching families about the signs of depression/suicide; STARCARE ( Youth Mental Health First Aid) which is an organization that promotes Youth and Adult Mental First Aid for a variety of mental health issues; Covenant Health Care System, which provides community health services and information regarding nutrition, fitness, diabetes care, and other health-related topics; Catholic Charities, which provide tuition support for low-income families, financial support for families in crisis, workforce preparation and location services and youth intervention programs for At-Risk Youth.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Consortium districts are already dedicated to using evidence-based practices and those best practices will be continued in the ACE program to align with, enhance and support school-day instruction. Academic Achievement—Teachers will extend the use of developmental progression to teach specific math skills ( numeric operations, patterns, measurement ( What Works Clearinghouse, 2016) Additionally, ACE instructors will incorporate “key cognitive skills’ of analysis, interpretation, precision, accuracy, problem-solving and reasoning to foster student academic progress and stimulate students to advanced performance levels as indorsed in Redefining College Readiness. Education Policy Improvement Center. ERIC. (Conley, David T. 2007) This evidence also shows that students need to be challenged in their learning experience in order to actually show academic progress/attainment. Much of the professional development for aligning school-day instruction with ACE programming will be the extension of higher-level thinking skills development in extended-day learning environments. The following evidence-based instructional strategies, as supported in Robert Marzano’s research Classroom Instruction That Works., have a high probability of enhancing student achievement for all students in all subject areas in all grade levels: identifying similarities and differences, summarizing/note-taking, reinforcing effort and providing recognition, homework/practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating/testing hypotheses, questions, cues and advance organizers. Extended day programming allows for extension of these best practices to promote cognitive growth, student-directed learning and problem-solving development. (Marzano, R.J, Pickering, D.J and Pollack, J. 2001). Furthermore, post-secondary and workforce preparation programs encourage student attainment and proficiency in 21<sup>st</sup> Century work skills such as communication, collaboration, critical-thinking/problem-solving skills, technology skills, creativity in order to be successful in the new millennium, according to the The P21 Framework for 21<sup>st</sup> Century Learning. Partnership for 21st Century Learning. The project-based learning and cross-curricular programs proposed by this grant will likely be more effective with children of poverty and underrepresented populations ( which are targeted students for this consortium’s ACE programming), as they often learn best by hands-on experiences, understanding the relevancy of the learning and by concrete rather than abstract concepts. (Haberman,M.,1995) STAR Teachers of Children of Poverty.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lubbock-Cooper ISD (LCISD) grant consortium is contracting with Communities in Schools (CIS) to assist with the staffing of volunteers in each of the district’s Community Learning Centers. These volunteers will be recruited from community senior citizen centers, retired teacher associations, local churches and parent volunteers. The Family Engagement Specialist (contracted service position with CIS) will assist each site coordinator and district administrators by administering additional surveys to garner feedback from parents, community members and other stakeholders on the types of programs/informational services that are most needed in each community. A schedule of volunteer days/hours will be created to organize the volunteer arrangements and a calendar of events for each month will be established and publicized throughout each Center, the district and rural community. Each month, the Community Learning Centers will feature a student ACE program or achievement and will provide information about that particular Center or program, as necessary.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The primary task in sustainability is putting effective processes and systems in place that can be continued once the funding for the project has ended. The preliminary funding from the grant will allow for the FES to assist consortium districts in creating feasible, easily sustainable strategies (that are low-cost or free) for continued operations of the CLC. Each consortium district will establish its own Community Learning Center (CLC) to meet the specific and often unique needs of the students, parents and other stakeholders in each community.

Pertinent factors in creating a sustainability plan for the 21<sup>st</sup> CCLC CLC are 1) building collaboration to strategically secure resources 2) provide high-quality programming, which will boost the credibility of the CLC and establish its communal presence 3) advocating for support, both financial and volunteer 4) finding funding through local or government grants or sustaining sponsors 5) and designing a sustainability plan. (The Road to Sustainability, 2016)

Consortium districts will also receive the most updated Sustainability Planning Workbook and accompanying training provided by the fiscal agent and Project Director. The sustainability workshop will consist of developing a vision and results-orientation, building a sustainable initiative and creating a strategic financing plan. These are just a few of the modules that will be addressed in assisting the consortium with sustainability of key elements of the grant program.

The grant-funded Family Engagement Specialist (FES) will assist each district in both the creation of the CLC. Districts will build on current partnerships and build additional relationships with local businesses and community-based organizations to provide parent and student programs that meet their identified needs.

Providing high-quality programs—regular surveys and program evaluation forms, parent forums, community events and identified community workforce, economic, social and educational needs will provide the foundation for quality, needs-based programs for parents, community and students. Campus and District administrators and local entities will continue efforts to provide on-going support for the CLC through relationships with local churches, colleges/universities, medical facilities, community-based organizations and student volunteerism. Continued funding of the CLC after the grant ends will come in the form of fund-raising events and strategic marketing of services. However, by partnering with local civic, health and administrative programs, the CLC will be able to operate on a low-cost level. Free or low cost programs (for only the cost of materials) will lessen the financial burden of operating the CLC. Additionally, the CLC may integrate with another school program or community program to increase efficiency and economy.



Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID:	152906	Amendment # (for amendments only):
<p><b>TEA Program Requirement 1: Community Involvement</b>  Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.  Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><b><u>Community Advisory Council</u></b>— Community Advisory Councils have always been an integral part of the long history of success for LCISD grant 21<sup>st</sup> CCLC consortiums. Each district and campus (center) in the Lubbock-Cooper grant consortium has had a Community Advisory Council that meets regularly to evaluate ACE program effectiveness and provide feedback/input into local ACE programming. The consortium itself has a Task Force that consists of all consortium stakeholders (site coordinators, administrators, fiscal agent, ACE staff, etc.) as well as grant partnership organizations (Communities in Schools) and will continue this highly effective practice through Cycle 9. A highlight of the Cycle 9 Task Force will be to include Texas Tech University staff and other local college/vocational staff to ensure alignment with post-secondary readiness standards. Program Awareness— many mediums will be used to market ACE programming and student learning opportunities. Each center will establish and utilize social media accounts ( Facebook, Twitter, Instagram) and campus websites to communicate and market ACE activities and successes, student awards and recognitions(per each district's electronic media posting guidelines) <b><u>Evaluation of Program Effectiveness</u></b>—Program effectiveness will be on-going via formative evaluations throughout the year. These formative evaluations will consist of data review (student program attendance, discipline referrals via TX 21<sup>st</sup> system, student progress on course grades and CBAs to monitor academic tutoring effectiveness, pre and post tests for students in the ACE program. Also, the 21<sup>st</sup> CCLC grant program will be evaluated by each district's and/or campus's site-based committee along with other federally funded programs for effectiveness and alignment with school-day instruction. Additionally, external evaluation of the program will be provided by the year-end evaluation by Grant Evaluator and CAC based on data from grant evaluator's report. <b><u>Continuous Feedback</u></b>— The LCISD grant consortiums have traditionally sought program feedback for improvement via surveys, district advisory meeting updates/discussion, regular meetings with community advisory committee (CAC). In Cycle 9, the use of electronic venues for feedback will be utilized to promote programming, help create and maintain transparency in ACE goals and activities and provide electronic means of reaping valuable feedback. <b><u>Development of Annual Program</u></b>—Many of the Cycle 9 programming ideas have been generated through the process of Cycle 7. The consortium ( 3 returning districts and 1 new district) will supplement the successful processes and programs of Cycle 7 grant with the timely addition of College/Career Readiness, emphasis on Advanced Performance, Post-secondary readiness and student academic progress measures. Also, input on programming needs/ideas from CAC members, student voice and choice surveys, parent/teacher and community surveys, principal and/or teacher recommendation will provide constant, formative feedback on which programs are work. <b><u>Sustainability Plans</u></b>—establish centralized and appropriate location for CLC, yearly calendar of events, monthly/bi-monthly information sessions for students and parents by district/campus staff and community organizations. Negotiate mutually beneficial relationships with community-based organizations to warrant positive and continuous affiliations with, essential community organizations to support student learning and preparation for post-secondary efforts. Planned membership description and participating organizations—membership will consist of already-established site-based decision-making team (administrators, teachers, community members, business representatives) and additional ACE-specific staff ( site coordinators, project director, ACE teachers) at CAC meetings.</p>		



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The burden of the 21<sup>st</sup> CCLC Cycle 9 grant management ( both programmatic and budgetary) will remain with the Lubbock-Cooper fiscal agent, Director of Accountability, Compliance and Grants. This position in the fiscal agent district will provide a vast experience in grant management, school finance, federal and state compliance, curriculum/instruction and accountability. The experience and knowledge provided by this position in are extremely beneficial for hiring the appropriate Project Director and overseeing all of the elements of grant implementation. ACE program evaluation will consist of formal and informal observations to assess program effectiveness, including pre/post test data. Formative assessments (CBAs or benchmarks, Lexile increases, math screeners, reading inventories) provide ongoing feedback for continuous program reinforcement and refinement. Day-to-day evaluations will be facilitated by the site coordinators who will work with center principals and staff for incessant program improvement. In addition, the Project Director, technical advisory consultant and external evaluator will provide data analysis and program linkage to the OST programs to the school-day curriculum (TEKS) in each of the school districts to assure that students are making progress in meeting state accountability/grant goal targets. This evaluation team will also create the appropriate logic models to set and achieve program and academic goals. Annual reports required by TEA and more in-depth annual analyses will be prepared by the external evaluator, for review by the ISD, Community Advisory Councils and Task Force. These qualitative and quantitative data sources will allow for data-driven decisions, combined with STAAR/EOC, TELPAS and other summative assessments will drive changes in the programs. The Project Director will approve data entered into the TX21st system. He/she will review the data entered by the site coordinators and district IT specialists, as appropriate. LCISD (fiscal agent) has historically provided a local student database specialist to assist with the student data uploads of grades, attendance and discipline referrals from consortium districts. This methodology has proven a very beneficial and effectual element of program management in Cycle 7 and will be replicated in Cycle 9. This student data specialist is able to obtain the PEIMS reporting data for mass uploads along with supporting the various student data management system. If any issues arise with the accuracy or timeliness of data submission, the Project Director will work with the appropriate staff to correct the problem. The Project Director will have monthly meetings with site coordinators to ensure quality control. He/she will also meet with site coordinators individually as needed to provide assistance with data entry, individualized training on TX21st or other software systems and monitor program implementation. The Grant Accountant and fiscal agent ( LCISD Director of Accountability) will meet with the Project Director, site coordinators to prepare and plan yearly budget expenditures, inform them of allowable and unallowable purchases in the 21<sup>st</sup> CCLC program and update on EDAGR guidelines and responsibilities and assure technology has been inventoried and marked appropriately. This leadership team will also meet with district administrators and business personnel to ensure alignment of programs, expenditures and reimbursement procedures. The Project Director will also send electronic newsletters weekly to site coordinators, center administrators and other pertinent district personnel to keep them abreast of financial and programmatic updates. The combination of 21<sup>st</sup> CCLC program will be highlighted and celebrated yearly by connecting the ACE program to the National Lights On program. The external evaluator will work with these staff to ensure that their information is meeting all grant guidelines and is in a form that can be successfully aligned with the campus and district plans of each consortium district.

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 152906		Amendment # (for amendments only):		
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 1</b>	<b>Center Name: Lubbock-Cooper Middle School</b>			
<b>9 digit campus ID#</b>	152906041	<b>Distance to Fiscal Agent (Miles)</b>	0	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			15	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 2</b>	<b>Center Name: Lubbock-Cooper South Elementary</b>			
<b>9 digit campus ID#</b>	152906101	<b>Distance to Fiscal Agent (Miles)</b>	0	
<b>Grade Levels to be served (PK-12)</b>	PK-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			207	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			20	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 152906		Amendment # (for amendments only):		
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 3</b>	<b>Center Name: Lubbock-Cooper North Elementary</b>			
<b>9 digit campus ID#</b>	152906103	<b>Distance to Fiscal Agent (Miles)</b>		6.4
<b>Grade Levels to be served (PK-12)</b>	PK-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			175	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			20	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 4</b>	<b>Center Name: Lamesa High School</b>			
<b>9 digit campus ID#</b>	058906001	<b>Distance to Fiscal Agent (Miles)</b>		52.1
<b>Grade Levels to be served (PK-12)</b>	9-12			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			15	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 152906		Amendment # (for amendments only):		
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 5</b>	<b>Center Name: Lamesa Middle School</b>			
<b>9 digit campus ID#</b>	058906041	<b>Distance to Fiscal Agent (Miles)</b>	53.2	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			15	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 6</b>	<b>Center Name: Lamesa North Elementary</b>			
<b>9 digit campus ID#</b>	058906103	<b>Distance to Fiscal Agent (Miles)</b>	52.1	
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			10	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	South Elementary			
<b>9 digit Campus ID #</b>	058906			
<b>District Name (if different)</b>				
<b>Distance to Center</b>	3.1 miles			

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 152906		Amendment # (for amendments only):		
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 7</b>	<b>Center Name: Hale Center High School</b>			
<b>9 digit campus ID#</b>	095903001	<b>Distance to Fiscal Agent (Miles)</b>	44.5	
<b>Grade Levels to be served (PK-12)</b>	9-12			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			100	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			10	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	Carr Middle School			
<b>9 digit Campus ID #</b>	095903041			
<b>District Name (if different)</b>				
<b>Distance to Center</b>	.5 miles			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 8</b>	<b>Center Name: Slaton High School</b>			
<b>9 digit campus ID#</b>	152903001	<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>	9-12			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			75	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			10	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 152906		Amendment # (for amendments only):		
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 9</b>	<b>Center Name: Slaton Junior High</b>			
<b>9 digit campus ID#</b>	152903041	<b>Distance to Fiscal Agent (Miles)</b>	14.8	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			125	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			10	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 10</b>	<b>Center Name: Slaton Cathlene Thomas Elementary</b>			
<b>9 digit campus ID#</b>	152903103	<b>Distance to Fiscal Agent (Miles)</b>	14.1	
<b>Grade Levels to be served (PK-12)</b>	PK-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			175	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			10	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	Austin Elementary			
<b>9 digit Campus ID #</b>	152903101			
<b>District Name (if different)</b>				
<b>Distance to Center</b>	1.0			



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program coordination with ESSA Section 1114 (Title I) Title I funds support supplemental programs and resources for school-day instruction. It is to be used to assist low-income students in achieving success on the state assessment. The 10 components of the school-wide program are document in each Title I campus plan and the 21<sup>st</sup> CCLC OST activities will be able to provide extended learning opportunities as well as more robust, student-directed programming. 21<sup>st</sup> CCLC OST programs will also coordinate and support State Compensatory Education (SCE) funding and programs for at-risk children. SCE state funds are to be used to support school-day programming for at risk students ( based on the state's 13 Criteria for At-Risk or 10% locally identified criteria for at-risk. ) Funds can be used to provide accelerated instruction for students who have been identified at-risk during the school day. In addition to providing accelerated learning opportunities for these students, SCE funds can also be used to afford appropriate pregnancy related services and credit accrual options. The 21<sup>st</sup> CCLC grant funds provide additional opportunities, programs and resources for targeted students that cannot be provided by Title I or SCE funds because of limited funding and/or the limited guidelines of each fund source . The 21<sup>st</sup> CCLC funds are specifically designed to provide extended day learning (before and after regular school hours) and extended opportunities that cannot be supported in the regular school day because of time and funding constraints. 21<sup>st</sup> CCLC funds will be used to provide enrichment opportunities for low-income or at-risk students such as field trips to visit and learn about local colleges, field trips to science-related locations such as Lubbock Lake Landmark or Science Spectrum. The grant funds are also used to extend teacher professional development for academic enrichment strategies, differentiated instruction, after school intervention strategies, poverty training, ACE lesson planning, ACE instructional integration of Texas College and Career Readiness Standards and other workshops that are specifically designed for the after-school student audience and limited time frame for the after-school program. Funds also can be used to pay for programming/curriculum that is specifically designed to extend learning and build skills in the after-school program (e.g. One-Eyed Jacks for math, Write Brain for writing, Comprehension Collaborative for reading.) Students for each center's ACE program will be continuously identified and recruited based on a number of data points and recommendations. Monthly faculty meetings will be used to gather teacher recommendations, principal recommendations; PEIMS data for student daily attendance, discipline referrals, special population identification can be used to identify students will specific needs or challenges. Site coordinators also work with teachers on a daily basis to seek referrals to the ACE program for students who might benefit from socio-emotional programming.

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning for program implementation has already begun as many potential centers are building on the successes of Cycle 7 and extending programming in Cycle 9 to include strong focuses on College and Career Awareness/Readiness, student academic progress. The program will begin August 1<sup>st</sup>, 2016 and continue through July of 2017. The number of weeks required by the grant will be met for the grant period of 8/01/2016 to 07/31/2017: August 2016 (2 weeks of Jump Start), Fall 2016 (14 weeks) Spring 2017 (16 weeks) and Summer School ( 4 consecutive weeks in June.) The June program will run 4 consecutive weeks for 4 days a week (per new Cycle 9 guidelines) for 4 hours daily. The goal of Cycle 9 is to provide more intensive OST instruction to targeted students for a longer length of time (45 days instead of the 30 days required by previous 21<sup>st</sup> CCLC grants.) The traditional school year will have at least 5 days of programming per week. The early morning programming allows for additional instruction/assistance for students as well as provide as safe environment for parents to leave their children in the early morning hours. The morning program will allow for 5 hours of the weekly programming and may be extended based on assessment by the Task force when evaluating its effectiveness per center. Thirteen (13) hours of programming are scheduled for before school/after school time periods in order to meet the 12 hour minimum set by 21<sup>st</sup> CCLC. The Summer program will also have a Fitness component that will serve as a magnet for students and provide for enrichment as well as student health and wellness (socio-emotional health.) Also, this program construction allows all centers to meet the operational requirements of the grant. Each district will be using its current system of busing students and will also provide opportunity for parents to deliver their children to the campus as desired. Transportation to all the centers will be offered and will use the current school district infrastructure to accomplish this task. The additional costs for transportation services will be funded with 21<sup>st</sup> supplemental CCLC fund as each district providing foundational transportation with other local, state or federal funds. It is estimated that each of 4 districts will support the 21<sup>st</sup> CCLC program transportation with funding between \$15,000 and \$50,000 depending on the size of the district and number of centers participating. Each student will sign a roster when attending an ACE activity. This will allow the staff to be able to track the attendance of each student and encourage continuous attendance for the 45 day programming requirements. If a student's parent signs him/her out after the child has started an ACE activity, regular center procedures will be used to ensure they are being released according to accepted district policies. If a student is not signed out of a program and does not show for the scheduled 21<sup>st</sup> CCLC activity., the site coordinator will determine why there is a discrepancy and take the appropriate actions. Parents will be informed if a student is truant on any activities as a student safeguard. On field trips, regular district policies will be followed to insure that all students are accounted for and are transported in a safe, effective manner

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At each of the ten centers, the annual safety assessment for ACE programming in OST (out-of-school time) is made by the site coordinator as well as affirmed by the signature of the campus administrator. Additionally, sign in and sign out policies for the end of the extended school day, safety and weather drills, for OST locations is approved by the campus administrator and coordinated with the campus' front office. Specifically, students in the ACE programming use TX 21<sup>st</sup> sign in and sign out sheets under the direction of the site coordinator. Campus administrators and site coordinators approve all ACE instructors and contract services jointly both in on-campus ACE activities, adjunct ACE activities, and ACE field trips with sign in and sign out procedures that are relevant to each kind of ACE activity.

MOUs (memorandum of understanding) or signed agreements are signed in order to put State laws into place for all personnel that work directly with students in ACE programming. Site coordinators are responsible with campus administrators and grant staff to have a plan and ACE instructors in place for students in all OST programming.

Each ISD in the grant consortium has local school safety policies in place as well as professional development for all safety policies that extends beyond the school day for ACE activities. Law enforcement services, social media, school websites, Remind 101, e-mail, outside speaker systems to identify a school visitor, and the Raptor Service are vehicles to keep students safe and to inform parents. Student data software provides information to site coordinators and guarded with FERPA agreements. The Grant Policies and Procedures, as well as the ACE Parent Handbook and local ISD policies, are defined in relation to student illness, discipline, and safety.



## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research shows that students often show the most academic growth when they have intensive small-group instruction or individual tutoring that meets their specific learning needs. The 21<sup>st</sup> CCLC OST programming allows for an extension of the school day learning, more time for skills development, additional programming to provide socio-emotional support ( leadership, fitness/nutrition, character development) education of whole child to produce overall student academic achievement. Allow more time for student project development and skills-practice. "...afterschool programs that follow four evidence-based practices are successful in promoting young people's personal and social development (Durlak, Weissberg, & Pachan, 2010). These 4 practices make up the acronym S.A.F.E:

S-Step-by-step training approach for all ACE staff;

A-Active forms of learning that allow students practice new skills;

F--Focused specific time and attention to students skills development;

E-explicit in defining the skills they were attempting to promote. (Durlak, J.A. & Weissburg, R.P, 2012)

Before and after school programs expose student to meaningful academic content that supports mastery of the TEKS as ACE lesson plans are required to align to TEKS with additional expansion of school-day curriculum to include the Texas College and Career Readiness (CCR) standards. The CCR standards directly align with as well as augment the TEKS for each core academic area (ELAR, Math, SS, Science, Writing) and provide additional standards for Cross-Curricular instruction that allows for integration of all core content areas and support project-based learning environments.

21<sup>st</sup> CCLC programs also provide opportunities for youth to practice skills through engaging and interactive activities.

Integration of science with fitness and nutrition by creation of basic food/health plans, integration of math (measurement ) and science ( heat/density) with culinary arts, integration of ELAR/writing components for marketing design plans for entrepreneurship ,social studies/humanities, science and ELAR for problem-solving social issues.

Local, individualized campus and student data will be collected and programming will vary among the 10 centers in the consortium based on campus culture, community needs, student academic needs and student voice and choice. For example, elementary programs will provide age-appropriate programming for college/career awareness and vocational exploration, numeracy and creative writing. Curricula for middle school students may focus more on leadership development, fitness/nutrition, STEM and algebraic readiness as well as introductory CTE programs to align with high school CTE or to jumpstart a student's interest in selecting a future high school endorsement. High school ACE options may align and extend specific school day CTE courses, prepare students for graduation or assist students and their families with college financial and academic preparation. Each center's programming will be based on campus/local data that will drive the instruction and program offerings.

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program suggests no more than a 22:1 ratio. In many programs, the 22:1 relationship will be the most effective as it aligns with the school-day quotient of 22:1. However, there are special circumstances in which the ration of teacher to students must be much lower to meet the academic and development needs of at-risk students. Research shows that small group and individual instruction is paramount for students who are struggling with core academic content. Small groups ( 6-7 students) is optimal for Tier 2 instruction while 1:1 instruction is best-practice for most Tier 3 students in order to fill these students educational gaps in a timely and targeted manner. Teachers at all grade levels will be encouraged to work with students by using “academic stations” to allow for independent learning, small group instruction and teacher/student tutoring and teacher movement between groups to allow for differentiated instruction. Students with special needs ( i.e, SPED and ELL students) will be provided appropriate interventionists who are knowledgeable in instructional strategies for students with special needs or students who require language and learning accommodations. This practice aligns with school-day instruction and will afford all struggling students the opportunity to master specific concepts or TEKS for which school day time allotment does not allow.

The ISD's selected for this 21<sup>st</sup> CCLC consortium are as follows: Lamesa North Elementary ( with South Elementary, a primary campus, as a feeder), Lamesa Middle School, which was a feeder campus in Cycle 7 for Lamesa High School but is now a new campus in Cycle 9 as it has been designated a Priority Campus by TEA and could benefit from the additional instruction time and programming offered via the ACE program. Lamesa HS was a campus in Cycle 7 and met State Accountability in 2015 but campus data still shows a lack of effective CCR programs. Additionally, Lamesa HS All Students, Hispanic and ECO DIS populations lag in student post-secondary readiness. Slaton Cathelene Thomas Elementary (CTE) was a campus in Cycle 7 ( Austin Elementary, a primary campus, is a feeder for CTE) that showed significant progress in the last few years of Cycle 7. Slaton Junior High is also a returning campus from Cycle 7 to Cycle 9 and has also made significant progress and is expecting to exit School Improvement in 2016. Slaton High School is also a returning campus from Cycle 7 that has shown tremendous progress in the last few years of the grant and has implemented several impactful ACE programs ( motorcycle building, makers' lab) that has attracted and retained many underrepresented student groups. Hale Center High School ( and its feeder campus, Carr Middle School) are new campuses to the Cycle 9 and have not participated in the 21<sup>st</sup> CCLC programs. Students in this small, rural town have very limited opportunities and resources for enrichment or extended learning and will benefit greatly from the ACE programs—especially the College and Career Readiness programming. Returning campuses from Lubbock-Cooper ISD are North Elementary, South Elementary and Lubbock-Cooper Middle School. These Lubbock-Cooper campuses have shown consistent student academic progress throughout Cycle 7 despite tremendous, fast-growth over the last 5 years. ( North has grown from 400 students in 2007 to 900 students in 2016; South has grown from 350 students in 2007 to 700 students in 2016. Both campuses are full to capacity and campus staff continuously work to get new students entering the district to a high level of academic achievement.

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 152906

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to fulfilling the job description provided by the Texas 21<sup>st</sup> CCLC Cycle 9 blueprint, the Family Engagement Specialist (FES) will so be providing families with information to aid them in active and meaningful engagement in child's education. The FES will provide on-going training opportunities for site-coordinators to learn about community and culture awareness, positive parent communication, innovative family engagement ideas and building community relationships. The FES will also connect center staff and site coordinators with social services and programs that can provide resources for families. The FES can assist with implementation of educational opportunities for parents/families with ideas such as Family Literacy Nights, What Your Child Should Learn Before, During and by the End of Kindergarten, Generation Z and its culture, technology literacy, and Understanding Your Adolescent. It will also be the job of the Family Engagement Specialist to work with center staff/site coordinators to establish social media venues to publicize and "market" the ACE programs. Most every parent, regardless of his/her socioeconomic status, has a smartphone and is able to access various social media sites and is able to send and receive text information. By tapping into this technological resource, center ACE staff will be better able to communicate with parents and families regarding their child's activities and events. The FES will also assist each consortium district with their formation of their Community Learning Center (CLC) as well as their initial calendar of events and services. It will be the job of the Family Engagement Specialist to assist with staffing each CLC with community volunteers and creating a volunteer schedule for each CLC.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist, in companionship with the site coordinator and Project Director, will be able to research and analyze center culture, demographics, identified needs, etc. to ascertain which community services and resources should be available through the CLC. The FES will help site coordinators in tailoring family engagement activities to meet the unique needs of the students/parents, community and appropriate center grade span. The Family Engagement Specialist will also assist site coordinators with establishment and ongoing maintenance of website information and social media outlets (Facebook, twitter) work with site coordinators to market ACE program in appropriate venues for each community. Additionally, the FES will abet with arranging partnerships/parent education opportunities with each communities available organizations public and private). He or She will also aid each center staff in creating family resources information list for shelter, clothing, health and wellness contacts and connect families with necessary community or faith based organizations for affordable or free family counseling, food, and other social services.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 152906	Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Some of the Family Engagement activities that have been successful in Cycle 7 will be continued in Cycle 9 with the addition of newly created family engagement opportunities to help meet the needs of rural families. Activities that promote student accomplishments, student work or student performances are always well attended by parents. For example, several centers are using a student book writing program entitled Write Brain in which students actually write and publish a book. Parents are invited to a "book signing" event in which each child is able to showcase his/her book and enjoy the fruits of being a "published" author. Culinary arts programs will be able to participate in the Book Signing Event by planning, preparing and serving the refreshments for the event. The culinary art students' preparation for such an event will entail math/measurement skills, budgeting skills, problem-solving skills, marketing and culinary display tactics. This type of family engagement occasion will allow for many students and families to participate on many levels. Many of these types of family engagement activities occur at night when traditional work schedules allow; however, not all parents work traditional day time schedules. As a result, there will be other times in which parents with varied work schedules or parents who keep small children in the home can participate. The ACE program can be spotlighted and activities can occur during the school day lunch time to accommodate parents who work evenings and allow parents to have lunch with their children. Also, some after school family engagement activities ( e.g. ACE soccer team competitions, readers' theatre productions or student leadership presentations) can provide childcare to allow parents to attend without having to locate available childcare.

A new focus of the Cycle 9 grant will be on helping parents understand how their students learn and how their students' socio-emotional and psychological needs change through childhood and adolescence. Many schools are now promoting student use of technology, iPad applications, coding courses, Google Classrooms, etc.) in which parents are not familiar. By offering parents the opportunity to "learn what their children are learning", the educational relationship between parents and their children can be strengthened. Also, sharing with parents the "new math" their children are learning will aid parents in knowing how to help their children strengthen their math skills. Other parent courses that may be included in family engagement activities will consist of "Understanding STAAR/EOC and standardized testing", "Understanding Generation Z and the Impact Technology is having on your child", "Digital Citizenship". Other family learning opportunities for parents and families may center around creating healthy meals and healthy lifestyles, preparing financially for college and other programs designed to accommodate the present and future needs of parents/families. Furthermore, family literacy classes for ELL students and parents (which utilizes students' basal readers that are written in both English and Spanish, for example) have been very successful in Cycle 7 and will be extended in Cycle 9.

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID:152906

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID:152906		Amendment number (for amendments only):		
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID:152906		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID152-906		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID:152-906		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:152906		Amendment number (for amendments only):		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:152906

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 152906		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): <b>1</b>		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 152906

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

